

***ARLINGTON PUBLIC SCHOOLS***

*In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:*

***Arlington School Committee  
Standing Subcommittee: Superintendent Evaluation  
Tuesday, September 27, 2022  
1:00 PM***

*Arlington High School  
869 Massachusetts Avenue  
School Committee Room, 6th Floor  
Arlington, MA 02476*

*Open Meeting (L. Kardon)*

*Form and Method for November, 2022 Evaluation*

*Timing of Evaluation Going Forward*

*Future Subcommittee Activities*

*Adjournment*

*The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.*

*Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.*

*Submitted by Len Kardon, Chair*

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Liz Diggins at [ediggins@arlington.k12.ma.us](mailto:ediggins@arlington.k12.ma.us).



## **Town of Arlington, Massachusetts**

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### **Meeting Location**

### **Summary:**

Arlington High School  
869 Massachusetts Avenue  
School Committee Room, 6th Floor  
Arlington, MA 02476



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## **Town of Arlington, Massachusetts**

**Open Meeting (L. Kardon)**



## Town of Arlington, Massachusetts

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### Form and Method for November, 2022 Evaluation

#### ATTACHMENTS:

Type	File Name	Description
▢ Reference Material	endcycle-sumeval-super_(1).docx.pdf	endcycle-sumeval-super
▢ Reference Material	superintendent-rubric.pdf	superintendent-rubric
▢ Reference Material	FINAL_APS_Superintendent_Formative_Assessment_March_2022.pdf	FINAL APS Superintendent Formative Assessment March 2022
▢ Reference Material	Supt_Self-Assessment_2021_(1).pdf	Supt Self-Assessment 2021

## End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Name

Signature

Date

### Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

### Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; check one box for each Standard.*)

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

**Proficient** = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

**Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership				
End-of-Cycle Summative Evaluation Report: Superintendent	2019	Page 1 of 7		

Standard II: Management and Operations			
Standard III: Family and Community Engagement			
Standard IV: Professional Culture			
End-of-Cycle Summative Evaluation Report: Superintendent			

### Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

### Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

### Superintendent’s Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal							
Professional Practice Goal							

Goal							
District Improvement Goal 1							
District Improvement Goal 2							
District Improvement Goal 3							
District Improvement Goal 4							

Standards and Indicators for Effective Administrative Leadership <i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>							
I. Instructional Leadership		II. Management & Operations		III. Family & Community Engagement		IV. Professional Culture	
I-A. Curriculum		II-A. Environment		III-A. Engagement		IV-A. Commitment to High Standards	
I-B. Instruction		II-B. HR Management and Development		III-B. Sharing Responsibility		IV-B. Cultural Proficiency	
I-C. Assessment		II-C. Scheduling & Management Information Systems		III-C. Communication		IV-C. Communication	
I-D. Evaluation		II-D. Law, Ethics and Policies		III-D. Family Concerns		IV-D. Continuous Learning	
I-E. Data-Informed Decisionmaking		II-E. Fiscal Systems				IV-E. Shared Vision	
I-F. Student Learning						IV-F. Managing Conflict	

Superintendent's Performance Rating for Standard I: Instructional Leadership				
Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)				
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)				
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)				
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)				
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)				
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)				
<b>I-F. Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	<small>The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.</small>			
<b>OVERALL Rating for Standard I: Instructional Leadership</b> The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.				
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>				

## Superintendent's Performance Rating for Standard II: Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)				
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)				
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)				
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)				
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)				
<b>OVERALL Rating for Standard II: Management &amp; Operations</b> The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.				
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>				

## Superintendent's Performance Rating for Standard III: Family and Community Engagement

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)				
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)				
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)				
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)				
<b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b> The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>				





## Indicator Rubric for Superintendent Evaluation

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*The **Indicator Rubric for Superintendent Evaluation** is an evaluation tool intended to support a shared understanding of effective leadership practice between a superintendent and school committee members.*

Designed around the 21 Indicators from the [Standards of Effective Administrative Leadership](#) (603 CMR 35.04), the Indicator Rubric includes descriptions of a superintendent's practice for each *Indicator* and articulates the specific responsibilities that a school committee may be expected to reasonably evaluate. This is a significant departure from the more detailed, *element*-level rubrics associated with other educator roles in the model system for educator evaluation.

While this structural difference results in a shorter, less complex evaluation tool, it does *not* simplify the responsibilities of a superintendent. All 21 Indicators associated with the four Standards of Effective Administrative Leadership remain in place, and the superintendent is still expected to meet expectations associated with each Standard, typically assessed by focusing on one to two Indicators per Standard each year. Describing practice at the Indicator level rather than at the element level acknowledges the following unique components of an educator evaluation process conducted by a school committee:

- **The Role of the School Committee:** The school committee's role is governance, rather than management. A school committee thereby focuses on the *what* and the *why* (governance) of superintendent leadership, rather than the *how* (management). The Indicator Rubric does the same.
- **The Composition of a School Committee:** The school committee as "evaluator" is comprised of multiple individuals, rather than a single evaluator. This demands consensus building, a process made exponentially easier when focused around fewer descriptors of practice.
- **The Focus of a School Committee:** School committee members, many of whom are often non-educators, focus primarily on the outcome of a superintendent's work, rather than the details of implementation. The Indicator Rubric guides committee members to maintain this focus.
- **A Public Process.** The superintendent's evaluation is the only educator evaluation conducted in public. The Indicator Rubric includes the practices to which a committee can reasonably be expected to have access or insight, such that the public process of collecting and evaluating evidence may be conducted with transparency and integrity.

## STANDARD I: Instructional Leadership

*The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A: Curriculum	Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).	Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards.	Monitors and assesses progress across all schools and content areas to <b>ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</b>	Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed. Models this practice for others.
I-B: Instruction	Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.	Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district.	Monitors and supports principals and instructional staff through observations and feedback to <b>ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</b>	Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-C: Assessment</b>	Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district.	Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district.	Monitors and supports principals and instructional staff through observations and feedback to <b>ensure that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.</b>	Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators' efforts and successes in this area. Models this practice for others.
<b>I-D: Evaluation</b>	Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that: <ul style="list-style-type: none"> <li>Administrators' goals are neither SMART nor aligned to school and/or district goals, and/or</li> <li>Administrators rarely provide quality supervision and evaluation to other staff; and/or</li> <li>Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice.</li> </ul>	Supervises and evaluates administrators in alignment with state regulations and contract provisions, but: <ul style="list-style-type: none"> <li>Some administrator goals may not be SMART or aligned to school and district priorities; and/or</li> <li>Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or</li> <li>Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific.</li> </ul>	<b>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions,</b> as evidenced by: <ul style="list-style-type: none"> <li>Support to all administrators in developing SMART goals aligned to school and district priorities,</li> <li>Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff, and</li> <li>Frequent observations of and feedback to administrators on effective leadership practice.</li> </ul>	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: <ul style="list-style-type: none"> <li>Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community;</li> <li>Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff;</li> <li>Frequent observations of and feedback to administrators on effective leadership practice. Models this process through the superintendent's own evaluation process and goals.</li> </ul>

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-E: Data-Informed Decision Making</b>	Gathers limited information on district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.	Identifies multiple sources of evidence related to student learning to assess the district's strengths and areas for improvement, but these data are not comprehensive and/or analysis is insufficient, such that district and annual action plans lack focused or measurable goals.	<b>Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform district goals and improve organizational performance, educator effectiveness, and student learning.</b> Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals.	Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, to assess and communicate the district's strengths and areas for improvement. Involves stakeholders in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals, and empowers principals to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community.
<b>I-F: Student Learning</b>	<p><b>Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.</b></p> <hr/> <p><i>There are no associated performance descriptors for the Student Learning Indicator.</i> For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.</p>			

## STANDARD II: Management and Operations

*Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment</b>	Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.	Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.	<b>Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district,</b> as evidenced by: <ul style="list-style-type: none"> <li>• orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;</li> <li>• school and district buildings that are clean, attractive, welcoming, and safe; and</li> <li>• safe and supportive learning environments for all students.</li> </ul>	Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by: <ul style="list-style-type: none"> <li>• orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;</li> <li>• school and district buildings that are clean, attractive, welcoming, and safe; and</li> <li>• safe and supportive learning environments for all students.</li> </ul> Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-B. Human Resources Management &amp; Development</b>	Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain educators that meet the learning needs of district students.	Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and/or do not consistently promote the hiring, retention, and support of a diverse, effective educator workforce.	Monitors and supports the <b>implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice</b> , as evidenced by districtwide systems that support: <ul style="list-style-type: none"> <li>Hiring and retaining a diverse workforce;</li> <li>Comprehensive induction supports for new educators;</li> <li>Job-embedded professional development aligned with district goals; and</li> <li>Distributed leadership opportunities to support educator career growth.</li> </ul>	Ensures a districtwide system for recruiting, hiring, and retaining an effective and diverse workforce of administrators and educators who share the district's mission and meet the learning needs of all students, as evidenced by: <ul style="list-style-type: none"> <li>comprehensive induction supports for all new educators;</li> <li>job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; and</li> <li>formalized distributed leadership and career growth opportunities.</li> </ul> Empowers all administrators to implement these systems consistently.
<b>II-C. Scheduling and Management Information Systems</b>	Does not implement systems to ensure optimal use of time for teaching, learning, or collaboration, such that instructional time is inadequate and/or routinely disrupted, and administrators have limited to no opportunities to collaborate around meaningful practice.	Encourages the use of scheduling and management information systems that promote time for teaching and learning, but does not monitor efficacy throughout the district and/or allows for frequent schedule disruptions; provides inadequate time for administrators to collaborate around leadership practice.	<b>Uses systems to ensure optimal use of time for teaching, learning, and collaboration</b> , as evidenced by: <ul style="list-style-type: none"> <li>school schedules that maximize student access to quality instructional time and minimize school day disruptions; and</li> <li>regular opportunities for administrators to collaborate.</li> </ul>	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Supports ongoing administrator collaboration within and across schools.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-D. Laws, Ethics and Policies</b>	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements, and/or fails to adhere to ethical guidelines.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies, and/or ethical guidelines.	<b>Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines,</b> and provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Models this practice for others.
<b>II-E. Fiscal Systems</b>	Develops a budget that does not align with the district's goals or mismanages available resources. Does not communicate budget rationale or financial short falls to staff, community members, municipal stakeholders, or the school committee.	Develops a budget that loosely aligns with the district's vision, mission, and goals, and/or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members, municipal stakeholders, and the school committee.	<b>Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources;</b> and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.	Leads the administrator team to develop a district budget aligned with the district's vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals, and seeks alternate funding sources as needed. Proactively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.



### STANDARD III: Family and Community Engagement

*Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement	Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families.	<b>Invites families to participate in the classroom and school community</b> , but efforts are limited or insufficient, leading to limited family involvement throughout the district.	Promotes, monitors and supports comprehensive, culturally responsive and collaborative engagement practices that <b>welcome and encourage every family to actively participate in the classroom and school community</b> , and engages community stakeholders to contribute to the classroom, school, and community's effectiveness.	Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district. Models this practice for others.
III-B. Sharing Responsibility	Does not ensure that administrators are identifying student learning and development needs and working with families to address them.	Encourages administrators to work with families to address students struggling academically or behaviorally, but does not consistently monitor these activities to ensure that student needs are being met, either within or outside of schools.	Monitors adherence to district-wide policies and practices that promote <b>continuous collaboration with families to support student learning and development both at home and at school</b> , as evidenced by: <ul style="list-style-type: none"> <li>the collaborative identification of each student's academic, social, emotional, and behavioral needs; and</li> <li>connecting families to the necessary resources and services within the school and the community to meet students' learning needs.</li> </ul>	Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-C. Communication</b>	Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards.	May set expectations regarding regular, two-way, culturally proficient communications with families, but allows occasional communications that are culturally insensitive to some families' home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media.	<b>Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance</b> , that is provided in multiple formats and reflects understanding of and respect for different families' home languages, culture, and values.	Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families' home languages, culture, and values.
<b>III-D. Family Concerns</b>	Does not address most family concerns in a timely or effective manner, fails to provide systems or supports for administrators to do the same, and/or allows responses to be inconsistent or insufficient. Resolutions are often not in the best interest of students.	Ensures that most family concerns are addressed as they arise, but responsiveness is inconsistent across the district. Supports administrators to reach solutions to family concerns, but may not ensure equitable resolutions that are in the best interest of students.	<b>Addresses family concerns in an equitable, effective, and efficient manner</b> , and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students.	Ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; and promotes collaborative problem solving processes informed by relevant input from all families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others.

## STANDARD IV: Professional Culture

*Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards</b>	<p>Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by:</p> <ol style="list-style-type: none"> <li>1. a failure to develop or articulate the district's mission or core values; and</li> <li>2. an inability or unwillingness to lead administrator leadership meetings that inform school and district matters.</li> </ol>	<p>May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by:</p> <ol style="list-style-type: none"> <li>1. Mission and core values are present but may not reflect district-wide buy-in, or are rarely used to inform decision-making.</li> <li>2. Meetings: Leads administrator leadership meetings that address matters of consequence but may not result in meaningful decision-making.</li> </ol>	<p><b>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</b></p> <ol style="list-style-type: none"> <li>1. <b>Mission and core values:</b> Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.</li> <li>2. <b>Meetings:</b> Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.</li> </ol>	<p>Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> <li>1. Mission and core values: Collaborates with educators and community members to develop, secure and/or promote core values and an aligned mission, and to use them to guide decision making.</li> <li>2. Meetings: Empowers administrators to share responsibility for leading team meetings that address important district matters, and foster collaborative learning and problem-solving around instructional leadership issues.</li> </ol> <p>Models this practice for others.</p>

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-B. Cultural Proficiency</b>	Develops and implements culturally insensitive or inappropriate policies and practices, does not support administrators and staff in building cultural proficiency, and/or fosters a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies and practices are not culturally responsive; and/or provides limited resources for administrators to support the development of culturally responsive learning environments and school culture that affirms individual differences.	<b>Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected</b> , as evidenced by the sufficient provision of guidance, supports, and resources to all schools to promote culturally responsive learning environments and school cultures that affirm individual differences of both students and staff.	Leads stakeholders to develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and supports to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others.
<b>IV-C. Communications</b>	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times, such that staff, families and community members, and/or the school committee lack accurate or sufficient information.	Demonstrates adequate interpersonal, written, and verbal communication skills, but outreach to staff, families and community members, and/or the school committee may be inconsistent or unclear.	<b>Demonstrates strong interpersonal, written, and verbal communication skills</b> , as evidenced by regular and informative outreach to staff, families and community members, and the school committee in a manner that advances the work of the district. Regularly seeks and considers feedback in decision-making.	Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Actively seeks and incorporates feedback into decision-making and in communicating rationale for the decisions to staff, family, community members and school committee.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-D. Continuous Learning</b>	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices. Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.	Encourages administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not monitor administrators in these practices to ensure consistency or efficacy. Occasionally reflects on their own leadership practice.	<p><b>Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results</b>, as evidenced by:</p> <ul style="list-style-type: none"> <li>Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and</li> <li>Engaging in their own continuous learning to improve leadership practice.</li> </ul> <p><b>Models these behaviors in their own practice.</b></p>	<p>Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by:</p> <ul style="list-style-type: none"> <li>Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and</li> <li>Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness.</li> </ul>
<b>IV-E. Shared Vision</b>	Does not engage stakeholders in the creation of or commitment to a shared educational vision, such that the vision is not one in which all students will be prepared to succeed in postsecondary education and become responsible citizens and community contributors.	Engages some administrators, staff, students, families, and community members in developing and committing to a shared educational vision focused on student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited and/or the vision is unrepresentative of the district community.	<b>Continuously engages all stakeholders in the creation of (or commitment to) a shared educational vision</b> focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship. <sup>1</sup>	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Ensures alignment of school and district goals to this vision. Models this practice for others.

<sup>1</sup> The original Indicator language is modified in this rubric to reflect a more expansive definition of student success that is inclusive of college and career readiness. This definition is reflected in the other model rubrics as well as Massachusetts policies and initiatives to improve outcomes for all students.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-F. Managing Conflict</b>	Does not respond to disagreement or dissent and/or does not address conflict in a solutions-oriented or respectful manner. Does not attempt or fails to build consensus within the district and school communities.	Responds respectfully to most cases of disagreement and dissent, but employs only a limited range of strategies to resolve conflict and build consensus within the district and school communities, with varying degrees of success.	<b>Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout district and school communities,</b> while maintaining a commitment to decisions that are in the best interest of all students.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, and resolves conflicts in a constructive manner such that all parties are able to move forward productively. Regularly strives to achieve consensus within the district and school communities, while maintaining a commitment to decisions that are in the best interest of all students. Empowers and supports administrators to use these approaches in their own leadership.

## Progress Toward Goals

*Describe current level of progress and feedback for improvement.*

### **Goal 1: Build a Collaborative and Equity-Focused Leadership Culture**

In the 2021-22 school year, the superintendent will work with school and district leaders to model and develop data-informed collaborative leadership practices focused on addressing the learning impacts of the pandemic and building a common understanding of equity.

### **Goal 2: Improve and Streamline Transparency, Family Engagement, and Communication**

In the 2021-22 school year, the superintendent will work inclusively to build a comprehensive understanding of the culture of the district, to increase transparency and accessibility for all stakeholders, and to set a multi-year strategic path forward for the Arlington Public Schools.

### **Goal 3: Ensure a Safe and Supportive Pandemic Return and Recovery**

In the 2021-22 school year, the superintendent will ensure a safe and supportive return to full-time, in-person instruction by implementing the operations, systems, and resources necessary to minimize absenteeism, quarantining, and other learning disruptions.

### **Goal 4: Professional Practice**

In the 2021-22 school year, the superintendent will participate in the New Superintendent's Induction Program and other leadership learning opportunities to develop skills in strategy development, data analysis, and instructional leadership and to share those skills with the leadership team.

## Formative Assessment

### Performance on Standards

*Describe performance and feedback for improvement.*

Standard I: Instructional Leadership.

**Focus Indicator(s)**

I-E-1. Data-Informed Decision Making

I-E-2. Plans and Goals

Standard II: Management and Operations.

**Focus Indicator(s)**

II-A-3. Student Health and Safety

II-C-2. Time for Collaboration

II-E-1. Fiscal Systems

Standard III: Family and Community  
Engagement.

**Focus Indicator(s)**

III-C-1. Culturally Proficient Communication

III-B-2. Family Support

Standard IV: Professional Culture.

**Focus Indicator(s)**

IV-B-1. Policies and Practices

IV-F-2. Consensus Building



Formative Assessment

Evaluator: \_\_\_\_\_  
Superintendent: Elizabeth C. Homan \_\_\_\_\_  
Date

Additional Feedback and Comments:

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To: Arlington School Committee  
From: Dr. Elizabeth C Homan, Superintendent  
Re: Evaluation Self-Assessment 2021  
Date: 9/23/21

Dear Arlington School Committee,

One component of the Massachusetts Model System for Educator Evaluation includes a self-assessment against indicators in the Superintendent's Evaluation Rubric. As a component of the evaluation for all educators, the model system includes the self-assessment in order to promote reflective practice and to ground educators' goals in their areas of strength and skill and their areas for growth and improvement.

In an effort to model the sort of reflective practice that I hope to see from the leaders and teachers in our organization, I include this self-assessment aligned to focus indicators with my 2021-22 Goals for your consideration and feedback.

First, I would like to share how I arrived at the goals and focus indicators for my evaluation this year. I began with a needs assessment for the district using data acquired thus far in my entry process, as well as reflections on my own areas of skill and growth as I enter the superintendency. I also closely examined the District's Overarching Goals and the goal objectives set by our curriculum and central office teams last spring. The resulting district improvement goals for my first year of superintendency are designed to specifically articulate what it is I will do as a new superintendent to support and facilitate a successful school year for all of Arlington's students.

I identified a few areas of need for the district, which I used to develop the three district improvement goals that will guide my actions this year:

1. Building a Collaborative and Equity-Focused Leadership Culture;
2. Improving and Streamlining Transparency, Family Engagement, and Communication;  
and
3. Ensuring a Safe and Supportive Pandemic Return and Recovery.

By identifying these "areas of need," I do not mean to indicate that APS does not already demonstrate significant strength in these areas. Instead, I am suggesting that attention to these areas will accelerate the work ahead; specifically, strategic planning and pandemic recovery.

From these areas of need, I identified goals and focus indicators by reflecting on the skills I bring to each area of need and the domains in which I hope to grow in my own leadership practice as a new superintendent. Identified focus indicators and reflections are below.

#### Standard I: Instructional Leadership

##### I-E-1. Data-Informed Decision Making

I believe this is an area of strength and skill for me, as well as something I am always striving to improve upon. Arlington educators have multiple and varied sources of data from which to base instructional and operational decision-making. It is my goal to model data-informed decision-making for Arlington's leadership teams, and to develop their abilities to model such practices with educators. It is also important that we develop

systems and structures that allow time for educators to make thoughtful decisions through examination of quantitative and qualitative data.

Prior to the pandemic, APS made significant investments in order to set aside the time and resources for teachers to collaborate and make data-informed decisions, particularly at the elementary level (ACE Blocks). Now that we have returned to schedules that embed this time for educators and invested in the leadership necessary for coaching and effective instructional leadership, it is time to refocus attention on building the capacity of leaders and teachers in this area.

#### I-E-2. Plans and Goals

I identified this focus indicator because it aligns with some of the work that I believe will be central to my first year as a superintendent. Arlington has established practices for goal-setting which provide a strong foundation for long-term strategic planning. We are also challenged to set aside the time for routine reflection on progress towards those goals, using student-level and organizational data to measure progress against benchmarks.

*A proficient superintendent in this area: "Involves stakeholders in creating district improvement and annual action plans comprised of focused, measurable goals informed by evidence-based assessments of organizational performance, educator effectiveness, and the growth, learning, and achievement of all students. Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals."*

I hope to learn from and through the development and sharing of principals' School Improvement Plans this year, because this is a process I have never directly supervised in my previous roles. I would also like to develop myself and the leadership team around the development of "focused, measurable goals" and the routine monitoring of progress towards those goals. Action steps linked to district strategic planning (District Improvement Goal #2) will also allow me to demonstrate proficiency towards this indicator, and my participation in NSIP will support my development in this area.

### Standard II: Management and Operations

#### II-C-2. Time for Collaboration

This indicator is at once a strength and a challenge in my practice; I enjoy and have experience with designing opportunities for leadership collaboration and shared problem-solving. It is also challenging to bring busy leaders all over the system together for learning and collaboration that feels relevant to and has the potential to impact all leaders and areas of the district.

This indicator is aligned with I.E.2 above, because it is a necessary condition of setting meaningful goals and monitoring progress. The work of *"Establishing norms for effective collaboration, and preventing or deflecting activities that may interfere"* has already begun in our August Leadership Workshop, and will continue throughout the year in administrator learning sessions that will include visits to schools, walkthroughs, and facilitated workshops for administrative teams. These opportunities for ongoing professional learning for leaders and calibration across the leadership team have not been in place in Arlington in previous years, and so may need to be adjusted in their design and implementation as we move forward.

#### II-A-3. Student Health and Safety

I chose this focus indicator because ensuring student health and safety promises to be a central focus - and challenge - of my work this school year. I bring the skill and experience of 18 months of district leadership during the pandemic to this year's work;

however, I did not gain this experience with Arlington's educators, and so I face the added challenge of mapping what I have learned about pandemic schooling onto the experiences of a new school system and community.

It is worth noting that this indicator is not only about students' physical safety, but also their emotional safety and in making decisions that provide for a safe and supportive learning environment: a proficient superintendent *"Regularly checks for implicit bias in decision-making procedures, and provides training for administrators to uphold these expectations."* There is no leader - myself included - who does not enter the work of leadership with implicit biases and blindspots to uncover. It will be important for me to partner with district leadership, including and especially our new Director of Diversity, Equity, and Inclusion, to meet this expectation.

#### II-E-1. Fiscal Systems

I include this indicator because the FY23 budget will be the first budget that I build in collaboration with the APS Leadership Team. We will be trying some new internal processes and a new approach to sharing budget needs with the School Committee and the community, which I appreciate already having the School Committee's support to implement. These new processes include linking budget requests to school improvement planning and developing a collaborative and comprehensive internal structure for budget proposals.

I intend for this focus area to be one that spans multiple years as I work with my team to develop a budget-building process that ensures APS's financial stability as we come out of the pandemic and also looks ahead to future town needs and district projects. We will surely learn from our new approach and have things that we wish to adjust in future years, and I look forward to the committee's feedback on our budget-building process as we move through the year.

### Standard III: Family and Community Engagement

#### III-C-1. Culturally Proficient Communication

I firmly believe that all families should be able to gain easy access to: (1) information about their child's education, (2) leaders who will partner with them in solving problems for their children, (3) schools that support the whole child. As such, I bring strength and skill to this indicator and see it as an area of growth and opportunity for myself and APS.

A proficient superintendent in this indicator: *Sets clear expectations and supports administrators to provide regular, two-way, culturally proficient communications with families about student learning and performance. District-wide communications to families are provided in multiple formats and reflect understanding of and respect for different families' home languages, culture, and values.*

Through my supervision and development of leaders and my own communications from the district and with families, I will strive to meet this high expectation and build multiple opportunities for two-way communication and collaboration with families, both across schools and as a district.

#### III-B-2. Family Support

One of the biggest challenges of the year ahead will be quickly ascertaining what supports students and families need and ensuring that we can implement them immediately and effectively. It will also be important for us not to deny students access to core instructional time while providing any extra support that students may need, because doing so has the potential to exacerbate learning disruptions. The Pandemic Recovery Plan articulated a need for APS to develop and define our multi-tiered systems

of support, which begins with Tier I (“what all students get”) and then flexibly provides Tier II or III supports as needed.

A proficient superintendent in this indicator not only supports educators in developing excellent tiered systems, but also *“helps families (a) understand district and school-based policies and resources that support student learning and development, and (b) access as needed necessary services within and outside of schools to meet students’ learning needs.”* This is challenging because it requires me to both (1) know and understand the services offered in APS so that I can support families in understanding how the system is structured and what services are available, and (2) identify where services that support students and families may be missing or inappropriately allocated. This will be a core focus for me as I get to know the system and as I develop a budget that will support the needs of all students and the community.

#### Standard IV: Professional Culture

##### IV-F-2. Consensus Building

We have suffered through a year and a half of divisive politics, disconnection, and disrupted education. People rarely talk about “consensus” and “superintendency” in the same breath, but I chose this indicator for that precise reason. In order for the Arlington community to emerge from the pandemic with resilience and restored connections, I must lead with a commitment to consensus-building.

We have had some early success in this area through the process we undertook to convene stakeholders in the development of our Pandemic Recovery Plan, and I intend to continue to include the voices of families, students, teachers, leaders, and community members in our district initiatives and planning moving forward. This approach will not always lead to total consensus, but does allow for us to hear and integrate the voices of many stakeholders into our planning at the building, department, and district levels.

##### IV-B-1. Policies and Practices

This indicator is focused on how superintendents *“Develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff.”* Equity and inclusion are either supported or unsupported across all aspects of our system, and it can be challenging to identify those policies and practices that unintentionally (or intentionally) exclude certain students or families from participation.

I chose this indicator as an area of constant growth for me as a systems leader. It is important for me to uphold and develop practices in our leaders, teachers, and support staff that are asset-based and draw upon the wealth of knowledge and expertise that all members of the Arlington community bring into our schools. It is incumbent upon me to ensure that we do not put policies in place that exclude certain members of our community from the excellent work that happens in our schools. Attention to the ways in which the school system’s operations may contribute to achievement or opportunity gaps will allow me to make adjustments in ways that support students and families.

I hope these reflections help you to understand how my goals for 2021-22 are designed to support the work of this unique school year. As Arlington’s new Superintendent, I am committed to completing a thorough entry process even as I dive headfirst into the work of district leadership. This school year, I will be focused on inclusion, strategic planning, and putting systems and structures in place to build continuity and shared vision so that we can propel all of Arlington’s students towards their bright and promising futures.



## **Town of Arlington, Massachusetts**

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**Timing of Evaluation Going Forward**



## **Town of Arlington, Massachusetts**

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### **Future Subcommittee Activities**



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## **Town of Arlington, Massachusetts**

**Adjournment**





## **Town of Arlington, Massachusetts**

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**Submitted by Len Kardon, Chair**